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THE CANADIAN MUTE.

Published to teach Printing to some Pupils of the Institution for the Deaf and Dumb, Belleville.

VOL. IV.,

BELLEVILLE, OCTOBER 15, 1895.

NO. 7.

INSTITUTION FOR THE DEAF & DUMB
BELLEVILLE, ONTARIO,
CANADA.



Minister of the Government in Charge:
HON. J. M. GIBSON.

Government Inspector:
DR. T. CHAMBERLAIN.

Officers of the Institution:

DR. J. M. GIBSON, M.A. Superintendent
A. MATHISON, M.A. Warden
J. J. CHAMBERLAIN, M.D. Physician
MISS S. E. WALKER, Matron

Teachers:

DR. J. M. GIBSON, M.A. Miss J. D. TERRILL, Head Teacher
A. MATHISON, M.A. Miss M. M. TRUMPTON, Head Teacher
J. J. CHAMBERLAIN, M.D. Miss MARY WYLLIE, Head Teacher
MISS S. E. WALKER, Matron
MISS M. M. TRUMPTON, Head Teacher
MISS MARY WYLLIE, Head Teacher
MISS M. M. TRUMPTON, Head Teacher
MISS MARY WYLLIE, Head Teacher

MISS M. M. TRUMPTON, Head Teacher of Articulation
MISS MARY WYLLIE, Head Teacher of Fancy Work
MISS M. M. TRUMPTON, Head Teacher of Drawing

JOHN T. HURNS, Superintendent of Printing
J. MIDDENMARK, Knifemaker
JOHN THOMAS, Master Carpenter
D. CUNNINGHAM, Master Joiner
THOMAS WILLS, Gardener
MICHAEL O'MEARA, Farmer

Object of the Institution is to afford education to all the youth of the Province who are unable to receive instruction in the common schools.

Between the ages of seven and fifteen, and free from disease who are born in the Province of Ontario, will be admitted. The regular term of instruction is three years, with a vacation of nearly six weeks during the summer of each year.

Parents or friends who are able to do so, are charged the sum of \$50 per year for tuition, books and medical attendance, and board.

When parents, guardians or friends pay the amount charged for tuition, books and medical attendance, clothing must be provided for the pupils.

The trades of Printing, Bookbinding and Shoemaking are taught to all pupils who are instructed in general. Sewing, Dressmaking, Tailoring, and the use of the sewing machine, and fancy work, as may be required.

All having charge of deaf mute pupils shall themselves be the fiscal agents of the Government for their education.

Regular Annual School Term begins on Wednesday in September, and continues to the end of each year. The terms of admission will be given upon application to the Superintendent.

R. MATHISON, Superintendent

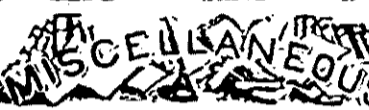
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An October Song.

There is a flush on the cheek of the poppin and
And the first glow of gold on the brow of the
The bloom from the stem of the hickory is
And there'll soon be a war in the burr of a nut
The crane has a gleam like the breast of a dove
And the hawk is as red as the tips of his
While the blue of his eyes is like the gentian's
And the goldenrod glows in the dress of her
Like bubbles of amber the hours float away
As I search in my heart for regrets for the May
Alas! for the spring and the days that are
The autumn has seen the autumn and love
Clinton Scouler in "The Autumn Song"



Annie Sims: A True Story.

(From "Our Deaf and Dumb" by J. D. Terrill)

A few years ago, toward the close of a lovely summer day in one of the small towns of Derbyshire, there might have been seen two women standing together evidently in very earnest conversation, when one said, "Why there is Mrs. Trueman coming, let us ask her if she has seen anything of them."

They soon reached the person in question, and asked almost in one breath, "Have you seen or heard any thing of old Sims and his little deaf and dumb girl?" We cannot imagine what has become of them, nor how they have been seen, yet it is closed and has been for two days now.

Mrs. Trueman's face became very sad as she listened to the tale the women told and sadly still when she remembered that the last time she had seen old Sims was very late one night, when he had staggered past her, carrying under his arm a small bundle, and hurrying on as fast as he could.

She had wondered at the time where poor Annie was, and had it not been that she herself was on her way to call in a doctor for one of her children, she would have thought more about the matter for every one in that small town knew and pitied the poor little deaf and dumb girl.

Mrs. Trueman had frequently given her a good meal, because, as she said, "The child always looked a poor starved thing."

"Surely," said one, "the old man would not be so cruel as to leave her in the house alone. We will go and see, and they hurried in the direction of the dwelling, which was a very small place, consisting of two rooms and a cellar.

When they had reached it, they tried the door and window but both were securely fastened and though they did their utmost to force open the former, it would not yield to their efforts. They then became very quiet and listened, but all within was still as the grave.

Mrs. Trueman was just saying "I'll run and fetch Jones, the locksmith, he'll get in somehow," when a policeman was seen coming toward them and they soon told him their fears about the child. He said, "I can break a pane of glass and open the window." This was very soon done, and jumping in, he was speedily followed by the women.

The room on the ground floor was soon searched, as there was very little furniture in it, the old man having sold all he could to buy drink for himself. Mrs. Trueman ran upstairs, where there was really nothing but dirt, and a few rags which had served for a bed.

No child was to be found. Before she could retrace her steps she heard a cry from one of the women below. The policeman had opened the door

which led into the cellar, and there, on the top step, lay the poor little child, perfectly motionless.

"Poor, dear lamb!" burst from Mrs. Trueman's lips, as she took her in her arms and began rubbing the little hands, which were quite cold, though she was not dead.

Hot tears fell from the motherly eyes as they carried Annie into the nearest cottage. A doctor was called in, but before he arrived she had been placed in a warm bath, and then into a comfortable bed.

Though she remained unconscious for a long time, with very careful nursing and tender care she was (as it were) brought back to life again.

When she opened her eyes she looked around, and smiled faintly at the kind faces which were bending over her, but she was too weak to make any sign.

The doctor said she might recover, but even if she did she would never become strong. The child, who was only three years old, must have been without food or drink for three days at least.

Many of the neighbours promised the poor woman (in whose cottage she was taken all the help they could afford, though they were all very poor, most of them having large families of their own; they could not, however, see the deaf and dumb child so cruelly neglected by her father, without doing all in their power to help to nurse and restore her to health.

In a few weeks little Annie was running about, appearing quite as well as hitherto.

And now comes the question, what is to become of her?

In the meantime, the police were looking for the man who had so wickedly deserted his deaf and dumb child. They were not able to find or indeed to obtain any trace of him, and have not until this day. It is thought by some that he drowned himself, but that was never known.

After much discussion between the kind hearted man and woman who had taken Annie in, it was agreed that she would have to go into the workhouse, for they could but barely feed and clothe their own, and, as the man said, "perhaps she will get better food there than we could give her." In a few weeks she was sent thither.

Taken from the children who knew her and who understood many of her little ways and signs, she became very dull.

The matron tried to be kind, but she had never seen a deaf and dumb child before. Consequently she did not know how to treat her. She imagined that the best and kindest way was to let her do as she pleased, so Annie was allowed to sit or walk by herself, and thus she grew up in total ignorance.

Twelve long years have passed away, and poor Annie Sims is still in the workhouse, having now grown into a tall sullen looking girl.

Not being able to make others understand her wants, and for so long a time left to herself, she now became unmanageable at times, and somewhat of a terror to those around her. If anyone stood in her way at all, she flew into a fitful paroxysm of rage, which made her glad to leave her to herself.

One day a gentleman called at the workhouse, and asked if there were any deaf and dumb people amongst the inmates. He was told there was one.

The porter then took him into one of the rooms, and the gentleman asked the matron if that was a deaf and dumb girl, pointing to Annie, who was standing by one of the windows. Receiving an answer in the affirmative, he went up to her, and taking her by the hand, shook it kindly, looking in her face meanwhile with an expression of kindness, which the poor girl could not resist.

He then made a few signs, and Annie soon understood them. This proved that she was not deficient in intellect. After giving her some pictures to look at

he left promising the matron he would soon call again.

Shortly after this Annie was removed from the workhouse, and placed in a deaf and dumb institution, where she appeared very sullen and unattractive, and at times so thoroughly upset the order of the school by her violent temper, which had been so long unchecked, that it was feared she would not be able to stay.

The teachers, however, were very kind and patient with her, making many allowances, knowing, as they did, the story of her early life.

Two years passed away, and by this time Annie looked very different, and began to return the affection, which from the first her teachers had shown toward her.

She now understood that there was a Divine Being who ruled over the world, and who was grieved when she did that which was wrong. She became very anxious to learn, and from this time her teachers had very little trouble with her.

When angered by any of her school-fellows, she would often be seen to close her eyes, and when asked what she was doing, she would reply, "I am asking Jesus to keep me from getting in a passion."

She now made rapid progress, and very soon the gentleman, who had interested himself on her behalf, had the satisfaction of seeing her trying to learn and profit by all that her teachers taught her. She continued to improve, gaining by her continued good conduct the esteem of all who knew her. So greatly was she changed that her teachers called her "a miracle of Divine Grace."

Her education was now almost complete, and the friends who were interested in her, began to look out for a suitable situation, or home, where she might be placed after leaving school, when Annie appeared not quite so well as usual.

Eventually it was decided that the girl should have a change of air and scene, and she was placed under the care of a kind person who had taken an interest in her, and who hoped, along with many others, that the change would prove beneficial. In a few weeks, however, it was noticed that, notwithstanding every care and attention on the part of the doctor and friends, Annie was gradually becoming weaker. An able physician was called in to consult with the doctors, and after asking several questions about her he shook his head and declared that poor Annie would soon go into a rapid consumption.

The neglect and ill treatment which she had received in her early youth had ruined her constitution.

"Dear Annie! Just when the hopes of her friends were raised to the highest—must she die? Poor girl, how quietly she lay, though suffering acute pain; submitting without a murmur to the application of the needful remedies, and smiling her grateful thanks for all the acts of kindness done for her. There were no outbursts of impatience now, no sullen exhibitions of self will. Love was the one absorbing feeling of her heart. — "Jesus loves me," "I love Jesus," "I love all," were the utterances of this young girl, who had been led through all her difficulties of mind and heart to understand the great principle which Christ came to teach. The teaching of the Holy Spirit had come down upon her as dew upon the mown grass, causing it to bear fruit in rich abundance to the glory of the Father.

From the very first poor Annie seemed to know that her illness would be fatal, but death had no terrors for her, and as week by week she lay patiently suffering it was a beautiful sight to look upon her calm face, which seemed to be lit up with a holy joy.

Towards the close her sufferings became more intense, yet in the brief intervals of ease her face wore the same bright smile, and her heart glowed with sympathy for others.

(Concluded on last page.)



THE CANADIAN MUTE.

Four, six or eight pages.

PUBLISHED SEMI-MONTHLY

At the Institution for the Deaf and Dumb,
BELLEVILLE, ONT.

OUR MISSION.

First—That a number of our pupils may learn type-setting, and from the knowledge obtained be able to earn a livelihood after they leave school.

Second—To furnish interesting matter for and encourage a habit of reading among our pupils and deaf-mute subscribers.

Third—To be a medium of communication between the school and parents, and friends of pupils, now in the institution, the hundreds who were pupils at one time or other in the past, and all who are interested in the education and instruction of the deaf of our land.

SUBSCRIPTION

Fifty (50) cents for the school year, payable in advance. New subscriptions commence at any time during the year. Remit by money order, postage stamps, or registered letter.

Subscribers failing to receive their papers regularly will please notify us, that mistakes may be corrected without delay. All papers are stopped when the subscription expires, unless other wise ordered. The date on each subscriber's wrapper is the time when the subscription runs out.

Correspondence on matters of interest to the deaf is requested from our friends in all parts of the Province. Nothing calculated to wound the feelings of any one will be admitted—If we know it.

ADVERTISING

A very limited amount of advertising, subject to approval, will be inserted at 2 cents a line for each insertion.

Address all communications and subscriptions to
THE CANADIAN MUTE,
BELLEVILLE,
ONTARIO



TUESDAY, OCTOBER 15, 1895.

The Ability to Think.

"Words are but things,
And a small drop of ink,
Falling like dew upon a plant,
Produces that which makes
Ten thousand, yes, millions think."

Thought is essential to success in all concerns of life. The successful merchant, financier and student make methodical thought precede action. It is the chief characteristic of superior intelligence. The savage and illiterate class act upon the impulse of passion, whether that impulse originates in affection or anger. The gratification of a desire, or the execution of scheme, born of a momentary passion, consumes their mind for the time being. No thought is given to the probable result, or the consequences of a failure. Intellectual strength which accomplishes more than physical power, is the result of independent thought. It insures a victory in the conflicts for supremacy. It overcomes obstacles in the paths of art and science. Patient, devoted thought has solved questions that bestowed incalculable blessings upon mankind. All the discoveries and inventions of scientists were the results of much thinking,—of a tenacity of thought, with a single object in view. In the pursuit of knowledge, of whatever nature, independent thought must form the basis of action to ensure success. This emphasizes the duties of teachers. They impart instruction, illustrate obscure or difficult questions and then sit in critical judgment upon the pupils' efforts in expressing ideas called knowledge. This is a part of the teacher's work, but the most important part may not be included. Sound independent thought must govern the whole work. In short, teachers must teach their pupils to think. With any class of children this essential to success is not easily obtained. With deaf pupils

it is a difficult task to accomplish. They are disposed to superficial and irrelevant thinking. How is much more convenient to their mental efforts than *why*. To lead a deaf child out of this state of dependency, and beget a strength of mind that is created and sustained by concentrated thought is a part of the teacher's work, with deaf children, that no one without experience in that work can estimate the importance of.

The Test Will Case.

Prof. Coleman returned on Saturday the 28th ult., from his trip to Chatham, where he went to interpret evidence in a test will case tried there. The particulars are as follows: In the White family at Chatham there were five deaf mutes—four boys and one girl. A short time ago the girl died, leaving all her money, some \$1,600, to a nephew and a niece. The four brothers instituted a suit to set aside the will on the alleged ground of the inability of the deceased to make a will, and of undue influence. The case lasted two days, and was tried in Chambers, Judge Bell presiding. The decision of the learned judge sustained the validity of the will. Mr. Coleman had some difficulty in interpreting the evidence of one witness who had never received any education.

Our always welcome contemporary, "The Silent World," has changed both its form and its name. It now comes to hand as a handsome well-edited eight page paper with an entirely new dress, and will hereafter be known as "The Mt. Airy World." The name was changed because there were so many other "silent" papers that confusion often resulted. But with its change of name goes no change of disposition and "The Mt. Airy World" will be as uncompromising an advocate of oralism as was "The Silent World."

Missouri has four schools for the deaf and yet according to the statistics of the state association of the deaf, there are 600 deaf-mutes of school age who are growing up uneducated. *Deaf Mute Register*

If this be so Missouri must have a remarkably large proportion of deaf-mutes. One of the schools in that state has over three hundred pupils in attendance, and allowing a much smaller attendance for each of the other schools, and add the 600 not attending any school and the aggregate would be at least 1400 mutes of school age in that state. This is more than double the proportion of mutes in Ontario.

The October issue of *The Annals* is quite up to the standard. The contents include "The Psychology of Childhood," by Wm. G. Jenkins, M. A., "Examinations," by Geo. H. Putnam, "An Outline of Primary Language Work, Part 3," by Anna C. Hurd, "How to Increase the Intelligence of Our Pupils," by Philip A. Emery, M. A., "The Fourteenth Convention," by the Editor, and several other articles of interest and value. Beginning with 1896, *The Annals* will be issued bi-monthly.

His Little Joke.

Attorney George Knight and an acquaintance were walking slowly along one of the streets of the Western Addition.

"There is some of the most curious architecture in this town that I ever saw in my life," remarked Mr. Knight. "Now look at that building over there," indicating a tall structure with a steeple. "Any one but a confirmed idiot would think that was a church."

"Oh, I don't know," remarked his friend. "It looks like a public school to me. What is it?"

"It's a church of course," and Knight gazed pityingly at his friend, as it searched for other symptoms of idiocy.—*San Francisco Post.*

WINNIPEG ITEMS.

From our own Correspondent

Being asked by several why I don't furnish you with some items concerning the doings of the 'Silent Talk' of this city and county, that you have been furnished with news from nearly every quarter, whenever your old pupils have been scattered, I think it will not be out of place to apologise on my part to send you my quota.

Many changes have taken place in this city within the brief period of one year especially amongst the deaf community, but you, no doubt, have heard the real cause so often that it is unnecessary to repeat it any more. Once Winnipeg boasted of being the possessor of some of your brightest old pupils, and all of them holding remunerative positions. But truly pride goeth before a fall, for a good half of them had to come down and out of their high perches and seek more congenial quarters before the smoke and turmoil of the typographical revolution, which was brought about by the introduction of the type setting machine.

Mr. McIntosh and Mr. Duncan have shaken the dirt of this country from off their shoes altogether and returned to Toronto and Stratford, respectively, while Mr. Laddy finds himself landed in a weekly newspaper office, having come to the conclusion, after losing his "sit," that this country was as good as any other in which to try and climb up again for "rolling stones never gather any moss." The removal of "Jim" and "Angus," as they were familiarly called here, has caused an irreparable gap, because Jim was very popular with the "boys" and the ladies will excuse me if I say with the girls also, while Angus, with his dignified though unassuming disposition and noble condescension, won for him the affection and respect of all with whom he came in contact.

We are enjoying the beautiful weather of an Indian summer here yet, and the farmers who have reaped one of the most bountiful harvests this year ever known in the history of Manitoba, "according to the oldest inhabitant," are nearly all through with their harvest operations by this time, but, of course, to do this they had to get a good deal of help from Ontario, the C. P. R. having brought in thousands of farm laborers, amongst whom were quite a sprinkling of deaf mutes. However, so far, I have not been able to ascertain all their names, but conspicuous among them were the celebrated McKenzie brothers—Rodrick, John and Kenneth. The writer was a school mate of Rodrick's in the late Prof. Greene's class in '79, and not having met for nigh twelve years we will certainly "condescend" to have a night w/ "burns" for Auld Lang Syne, if we happen to meet in the city.

We were sorry to learn that our dear old teacher of 1880 to Miss S. Templeton was "submerged" in Lake Muskoka. —Mr. Nurse must be quite busy this season filling orders for "leather medals" for the rescuers.

Mr. A. Munro, an old pupil of your school, is doing well here at shoe making, he having learned his trade under Mr. M. O. Smith, a skillful gentleman who graduated from Copenhagen, Denmark, with a diploma.

Miss Eunice Pettypiece, of the Hudson Bay Company's dressmaking department, has been away at her home in Hartney all summer, but she is expected back to the city soon to resume her duties.

Miss Mary Pettypiece, who is doing very well as a tailoress in the city, is contemplating taking several months holidays soon, which she will spend at her home in Hartney, and perhaps visit old friends and relations in her former home in Wingham, Huron Co., Ont.

Mr. Gardner, a graduate of the Halifax school, and who is well and favorably known in Toronto, having lived here for some years, has a steady situation in this city at Mr. Murray's planing mills and makes good wages.

Mr. Neil Calder, better known during his scholastic career as "Old King Cate-wayo," is doing splendidly on his farm of 160 acres, within 10 miles of Carman, one of the most beautiful localities in Manitoba. He intends visiting his old home in Ontario during the Christmas holidays to enjoy a well earned rest, and Old Dame Nature has it that he does not intend to return again—at least not singly.

His daily prayers, for better understood in acts than words, was simply doing good.—*Whittier.*

A September Afternoon

I sit at one on a garden seat,
Under the hickory trees,
A little bird calling sweet sweet
In a quaint old minor key—

The crickets chirp in the after noon,
A myrtle bird-like strain,
And the old toils over the garden
Tugging his wheel again.

His subterranean house and store
With its galleries all complete
Its tiny cells, and its forsythia
Its secret wills, and its guarded door
Are here beneath my feet.

And strange it sounds among the corn,
In loam, creosote and chime,
To hear the locust's strident horn
As in old harvest time.

For now the squirrel stuffs his cheek
With nuts as I scoop brown
And stops and waddles in a squirrel track
As he comes scurrying down.

And all the still September air,
Is sunny as in June,
But the leaves fall here and the leaves
And the signs of Autumn are everywhere
And the year is in its afternoon.

K. S. McE., in *Black & White*.

TORONTO TOPICS.

From our own Correspondent

Mrs. Jno. Flynn, nee Miss Brown, is visiting her parents in Lindsay.

The late C. J. Howe left a net worth of some fifteen thousand dollars, and a value of \$750,000.

The work of holding meetings on Wednesday evening was resumed on the 25th ult. It has been proposed to hold Bible class meetings at both places successively each week.

We often hear complaints because we do not get the CANADIAN MUTE during the summer, but our friends must understand it is not issued during holidays while the Institute is closed.

The books, pictures and other belongings of the late C. J. Howe were thoughtfully distributed among the associates of deceased. Mrs. Howe, parently will not long survive her son.

Mr. Joseph Cook, of the Manitoba Institution, during the summer was at the house of your correspondent. He has now a close likeness to Mr. Deane, our popular Belleville teacher.

The deaf friends of Miss Bull were glad that they saw so little of her during the holidays.

Miss Lotta Henry has not yet returned home from Chicago. We expect her long ago.

Mr. R. P. VanLauven was a guest of Mr. and Mrs. H. Moore lately.

Mr. and Mrs. Balis, in their visit here, soon won many friends. Mrs. B. is a handsome and talented woman. We congratulate the Institute in securing such teachers of ability.

Mr. James Duncan returned home on the 1st inst., after spending a few days in this city. Mr. Duncan would thank his friends for kindness shown him. His latest game of checkers with Mr. Mundle, resulted as follows: Mr. Duncan, 69, Mr. Mundle, 61, won 2 draws.

Mr. McIntosh, correspondent for the *Silent Echo*, frequently makes his home a call. They enjoy a chat with him.

Mr. R. C. Slater, instead of returning home last week, has changed his route and gone to Prince Albert to see his brother John. We expect he is having a fine time roasting the prairie with his gun. We may look for a long account of his travels in the next issue.

The baptism of four babies of deaf-mute parents, by Dr. McTavish, took place on Friday, the 11th inst.

The Massey & Harris shops are closed for repairs. J. H. Mason and family have gone to Harriston to spend a month's vacation.

Mr. N. Smith has returned home from New York. He says he is improving fast. We hope he will soon be able to conduct service, though poor as it does not hinder him from a long way to visit his silent class, when he is home.

On the 13th inst., another meeting for the deaf will be opened in the St. Y. M. C. A., at 10 o'clock on the mornings. Mr. Charles Elliot and others will conduct service.

Mr. R. Hoy, of Avonton, has been seen measuring from 12 to 13 ft. tall and peas as long as 1 1/2 ft. He would like to know if any deaf-mute could beat this record.

A peculiar incident occurred in connection with the late Charles Howe's death. A friend of Charles expected to visit him shortly and not being able to get away from him, wrote to Mr. W. A. Mason and remarked, "Is he dead?" Those words only proved too true. Charles was buried the day on which the letter was received.

Sowing and Reaping.

A sower went forth to sow,
His hands were full of seed,
The seed was sown in the furrow,
And the life that is long
And the brain that is swift to know
He had no measure
To save his pleasure
But sowing his seeds
Of joy and peace,
He had little care
Was it wheat or tare
Which he sowed broadcast
To the earth. At last
The seed strong were the roots,
Alas! that they were but weeds.

A sower went forth to sow
In the heart was the faithful glow
And the love and zeal
Of the men who feel
That only the best should grow
He sowed for others
His own life's brothers
And far were his seeds
Of wisdom and deeds
Which with pain and care
And in earnest prayer
He sowed broadcast
To the earth. At last
His fields were filled with the best,
And each rain and sun did the rest.

A reaper with low bowed head,
And heavy, reluctant tread
Was forced to stand
On his weed-strewn land
Which none might reap in his stead
For late sowings,
For seeds, lamenting
The reap from the seeds
Of his evil deeds,
In his sorrow and sin,
Must be gathered in
By the hand of pain
For a hard struggle or weep
That which he sowed he must reap.

In harvest, when fields were white
A reaper went forth in the light,
And the radiant morn
And the golden morn
Faded his soul with a strange delight
There was no weeping
In his glad reaping,
But merriment and wealth
Which had come to him by stealth
For his slaves were great,
Then his heart, elate,
Asked the angels, Why?
And their low reply
Was heard by his ears alone
That he is reaping what he has sown.

Christian World

Deaf Education.

WRITTEN BY DR. GALLAUDET, THE AMERICAN
AUTHORITY ON THE DEAF AND DUMB

From the New York World

To come into any sort of sympathy with the deaf and dumb, even when one is dealing about them, an effort must be made to put one's self in their place, and then, at least to realize how the world would seem if every incident of sound, the sweet voices of friends, the charms of music, the songs of nature should not only cease out had never been. But this is not easy, if, indeed, it be possible.

Bulwer, in his "Last Days of Pompeii," has described the condition of the blind, and no one has I think that of the deaf, when he makes Nydia, the blind flower girl, sing

"The blind girl's home is the house of night,
And its beams empty voices."

The problems attaching to the education of the deaf and dumb have commanded the attention of some of the greatest minds in the civilized countries of the world.

Five hundred years ago scientific men began to challenge the long accepted conclusion that one born deaf could never be taught, and hence must stand before the law among the imbecile and the idiot. Learned treatises were written by Juan Pablo Bonet in Spain, Jerome Cardan in Italy, John Conrad Amman in Holland, John Bulwer, self-styled the philosopher, in England, and many others, showing how the deaf might be educated, and in some instances describing isolated cases where they had been successfully taught. But the establishment of the first schools for the deaf dates back only to the middle of the eighteenth century, when two gifted men without concert, started, one in France and the other in Germany, what were destined to become permanent institutions for the education of deaf mutes.

The names of the founders of these schools—Charles Michel de l'Epée and Samuel Heinicke, stand in history among the greatest benefactors of our race. For, if he be worthy of high praise who "causes two blades of grass to grow when but one grew before," what shall be said of those who made it practicable to lift the veil of brutal life-long ignorance from the minds of thousands of God's children whose only disability was the absence of the hearing machine?

De l'Epée and Heinicke, while working for the same end, employed methods widely different from each other, and the comparative value of these methods, the manual and the oral, has been made

the subject of controversy for a century and a half.

As very often happens under such circumstances, experience and careful scientific investigation have shown that neither method employed to the exclusion of the others, leads to the largest or best results, but that the greatest good to the greatest number is attained by a skilful combination of both.

THE FOUNDER IN AMERICA.

It is doubtless known to many readers of *The World* that Dr. Thomas Hopkins Gallaudet, a Connecticut clergyman, was the founder of deaf-mute education in America. After spending eighteen months in Europe seeking information as to the process of educating the deaf, he organized the first school for deaf mutes in this country at Hartford, Conn., in 1817. Accidental circumstances, or, as some would say, providential, led my father to make use of the method of De l'Epée, to the exclusion of that of Heinicke, and for fifty years very little effort to teach the deaf to speak was exerted in the schools of the United States.

While this is to be regretted, it is true that under the public provisions then made, which gave the deaf-mutes of the country on an average not more than six years in school, much more education could be given, and of a more valuable sort, by using only the manual method than would have been secured by the employment of the oral alone. And the deaf of the country, educated without speech up to the year 1867, were intelligent, self-supporting, God-fearing, happy men and women, far superior as a class to the educated deaf of Germany, where the oral deaf method has always held exclusive but, of late years, not un-disputed sway.

During ten years next preceding 1867 much discussion was had in Massachusetts and New York with regard to methods of teaching the deaf, and the merits of the oral methods were urged by persons who had visited some of the German schools. This interest led to the establishment in Massachusetts and New York in the year 1867 of schools in which the oral method was to be alone employed.

I had then been for ten years at the head of a small school for deaf mutes at Washington, D. C., in connection with which I had succeeded in securing the aid of Congress in 1861 for the establishment of a collegiate department wherein the deaf youth of the country might secure the higher education.

STUDYING METHODS ABROAD.

In the winter of 1867, I called the attention of the directors of the institution to the movement for oral teaching, and they at once authorized me to make a careful examination of the most prominent schools for the deaf in Europe, with a view of determining whether any modification of our methods were desirable. In a tour covering six months, I visited all the States of Middle and Northern Europe and carefully inspected more than forty schools.

I submitted a report of those investigations, with the conclusions I drew from them, to my board of directors, in which I recommended that every deaf child in the country should be given an opportunity to learn to speak. This policy involved a radical change of opinion on my part, for I previously had been a staunch supporter of the manual method. But the results I met with in many of the European schools satisfied me that in the matter of teaching the deaf to speak our country was falling far short of its duty.

In the following year, 1868, I invited the principals of the schools for the deaf in America to meet in conference at Washington, and a majority of them assembled in the college in May of that year. I laid my report before them and the subject of articulation teaching received more attention than any other.

Two or three of the principals on their way to the conference had visited the newly established oral schools in Massachusetts and New York. Their testimony, which agreed with mine on the schools of Europe, induced the conference to take action which has led to what may be called a revolution in the system of educating the deaf in this country.

Of course the changes came slowly at first, and at a convention of instructors held at Indianapolis in 1870, I was called "the renegade son of a worthy sire," because I had departed from the policy inaugurated by my father in 1817. But this did not alarm me, for I was confident my father, had he been living,

would have approved my course, which by no means involved an abandonment of the method he made use of.

PURE ORALISM NOT ENOUGH.

The recommendations I was led to make after visiting Europe were far from being satisfactory to the purist founders of the new schools in Massachusetts and New York. For un-questionable proofs fell under my notice in Europe that with very many deaf and dumb persons the attempt to acquire speech was a failure. The speech of a large proportion was so imperfect as to be of no practical value. A great number lacked that quickness of vision and mental perception which are essential to success in the difficult art of understanding speech simply from the motion of the lips. And with a considerable proportion the very imperfect results in speech, only possible to their limited capacity, by no means justified the time and labor necessarily expended. Furthermore, I found that some of the ablest and most successful oral teachers in Europe, those being in Germany, the cradle of oralism, made use of many of the distinctive features of the manual method, notably the language of signs.

I was led, therefore, to recommend, not the substitution of the oral for the manual method in the schools of this country, but the introduction of oral teaching into all schools, so that no deaf child should be denied an opportunity to acquire speech.

This policy has, most happily for the interests of the deaf, found increasing favor not only in America, but is being urged in Europe, even in Germany, long the stronghold of pure oralism. In the United States and Canada, to day, out of eighty-six schools only about twenty—most of these being small private schools—are conducted on the pure oral plan, while in all the others speech is taught.

At a largely attended convention of teachers of the deaf, held at Flint, Mich., early in July of this year, the system now prevalent in the United States received a most significant endorsement. In this convention there were representatives of all shades of opinions and differences of practice. Having held meetings for many years without any formal organization, this convention adopted a constitution in which it was distinctly declared that no single method could meet the wants of all the deaf.

THE SO-CALLED "NEW" METHOD.

Some of the readers of *The World* will remember an article published last autumn from Dr. S. Millington Miller, assuming to give many facts relating to the education of the deaf, and announcing that a "new method" was coming into vogue, and was about to supersede all others. Dr. Miller posed in quite a number of newspapers as the apostle of the "new" dispensation of oralism, to the amusement of the profession at large, rousing the indignation of many by what seemed to be intentional misrepresentations on his part, but which were no doubt nothing worse than the blundering natural to a presumptuous dilettante.

I answered articles by Dr. Miller in the *Outlook* and in the *Medical Record*, pointing out errors by the dozen. No doubt many were misled by his careless utterances, but it is to be hoped no permanent injury has been done by them.

A much more serious and dangerous propaganda of oralism has been before the public during the past five years, of which the millionaire inventor of the telephone, Prof. Alexander Bell, is the avowed leader and chief supporter, from a financial point of view. Prof. Bell in the years of his early manhood had a few private deaf mute pupils, whom he taught to speak, largely through the use of the very ingenious system of visible speech, invented by his distinguished father, Prof. Alexander Melville Bell, the well known elocutionist and philologist. The younger Prof. Bell married, about the time he invented the telephone, a brilliant and highly educated daughter of Gardner G. Hubbard, then of Cambridge, Mass.

PROF. BELL'S ATTITUDE.

Miss Hubbard lost her hearing in early childhood and was very successfully educated under the pure oral method. The prominent position she holds in society at the national capital, communicating with those who meet her by the use of speech alone, gives ample proof of the success, in her case, of the method used in her early training. And it is quite natural that her husband and intimate friends should claim that all deaf persons may be edu-

cated by the means which have done so much for her.

Prof. Bell, wishing to use some of his great wealth for the benefit of his fellow-men, conceives that this cannot be devoted to a better purpose than promoting the prevalence of the oral method in the education of the deaf of America. For his generous purpose in this enterprise he must be credited with the warmest motive, but I call his "propaganda" dangerous, because his distinctly an enthusiast, with no practical experience in the education of the deaf as a class. It does not follow that a kind of treatment notably successful in certain cases will do well with all. No thing could be more unscientific, un-professional, at variance with the testimony of experience, nor more cruel, than to attempt to stretch all the deaf on the Procrustean bed of a single method.

One of the most noteworthy proofs of the inadequacy of a single method, especially when this is the pure oral, is the attitude taken within a few years by many of the most intelligent graduates of oral schools in this and other countries.

Petitions to Government, resolutions of conventions, articles in newspapers, have been multiplied on every hand declaring the oral method to be insufficient and praying for the adoption everywhere of the policy and practice of the combined system schools of America. No testimony could be more conclusive than this of individuals who have themselves become conscious of the defects of the system on which their education was conducted.

If I seem to speak positively on this point it is because after a life time spent in the closest possible relations with the deaf it is hard for me to be patient with those whose enthusiasm, not to say prejudice, leads them to ignore the plain proofs of long experience.

THE COLLEGE FOR THE DEAF.

It has been my happy lot to have had somewhat to do with the establishment and successful development of the College for the Deaf at Washington. This institution, liberally sustained by the Federal Government, has for thirty years freely given the higher education to hundreds of the deaf youth of the country. Besides the collegiate training, ample facilities are afforded for the preservation and improvement of the speech of those who possess this valuable accomplishment, as a great majority of our students do. But such partisans of a single method are some of the pure oralists of New England and New York that they do all in their power to prevent their pupils from entering the college at Washington. And on the heads of their misguided teachers rests the responsibility of the rejection of scores of bright young deaf people of a most valuable course of training offered them without cost by a beneficent Government.

The college is by no means doing all it can do for the deaf. It is proposed to enlarge its usefulness next year by the addition of a technical department, accommodations for which are now being erected. And in other ways no doubt its usefulness will be increased in the future. But should I be called on to leave it to-morrow I should have the satisfaction of knowing that, in God's good providence, the efforts of a lifetime in behalf of my deaf brothers and sisters had not been wholly in vain.

EDWARD M. GALLAUDET.

A Plea for Home Affection.

Let us take time for the good-by kiss. We shall go to the day's work with a sweeter spirit for it. Let us take time to speak kind words to those we love. By and by, when they can no longer hear us, our foolishness will seem more wise than our best wisdom. Let us take time to be pleasant. The small courtesies which we often omit because they are small will some day look larger to us than the wealth we have coveted or the fame for which we have struggled. Let us take time to get acquainted with our families. The wealth you are accumulating may be a doubtful blessing to the son who is a stranger to you. Your beautifully kept house, busy mother, can never be a home to the daughter, whom you have no time to care for.—*Roseleaf*.

The old scriptural sobriety was effectual doing; ascetic sobriety is effectual dullness.—*H. W. Beecher*.

There is an oblique way in reproof which takes off the sharpness of it.—*Pope*

Report of Pupils' Standing.

Excellent, 10 ; Medium, 5 ;
Good, 7 ; Poor, 3.

NAME OF PUPIL.	HEALTH.	CONDUCT.	APPLICATION.	IMPROVEMENT.
Armstrong, Jarvis Earl	10	10	0	0
Annable, Alva H.	10	10	0	0
Arnall, George	10	10	0	0
Allen, Ethel Victoria	10	10	0	0
Allendorf, Anna May	10	10	0	0
Bracken, Sarah Maud	10	10	0	0
Ball, Fanny S.	10	10	0	0
Brasier, Eunice Ann	10	10	0	0
Brown, Jessie McE.	10	10	0	0
Butler, Annie	10	10	0	0
Benoit, Rosa	10	10	0	0
Brown, Wilson	10	10	0	0
Burch, Francis	10	10	0	0
Bain, William	10	10	0	0
Burke, Edith	10	10	0	0
Beatty, Donella	10	10	0	0
Blackburn, Annie M.	10	10	0	0
Barnett, Elmer L.	10	10	0	0
Blashill, Margaret	10	10	0	0
Brown, Eva Jane	10	10	0	0
Baragar, Martha	10	10	0	0
Bollamy, George	10	10	0	0
Burke, Mabel	10	10	0	0
Bourdeau, Henoni	7	10	0	0
Bartley, John S.	10	10	0	0
Brown, Sarah Maria	10	10	0	0
Babcock, Ida E.	10	10	0	0
Barnard, Fred	10	10	0	0
Billing, William E.	10	10	0	0
Baragar, George H.	10	10	0	0
Buchhaupt, Maria	10	10	0	0
Brown, Mary Louisa	10	10	0	0
Boomer, Duncan	10	10	0	0
Chantler, Fanny	10	10	0	0
Chantler, Thomas	10	10	0	0
Cunningham, May A.	10	10	0	0
Chambers, James	7	10	0	0
Corbiere, Eli	10	10	0	0
Charbonneau, Leon	10	10	0	0
Carson, Hugh R.	10	10	0	0
Cornish, William	10	10	0	0
Cartier, Melvin	10	10	0	0
Cullen, Arthur E.	10	10	0	0
Crowder, Vasco	10	10	0	0
Coolidge, Herbert L.	10	10	0	0
Crough, John E.	10	10	0	0
Chatten, Elizabeth F.	10	10	0	0
Corrigan, Rose A.	10	10	0	0
Clements, Henry	10	10	0	0
Cole, Amos Bowers	10	10	0	0
Cummings Bert	10	10	0	0
Cunningham, Martha	10	10	0	0
Clemonger, Ida	10	10	0	0
Dewar, Jessie Caroline	10	10	0	0
Delaney, James	10	10	0	0
Doyle, Francis E.	10	10	0	0
Douglas, John A.	7	10	0	0
Dool, Thomas Henry	10	10	0	0
Dool, Charles Craig	10	10	0	0
Dubois, Joseph	10	10	0	0
Dixon, Ethel Irene	10	10	0	0
Dand, Wm. T.	10	10	0	0
Derocher, Mary Ellen	10	10	0	0
DeBellefeuille, Aline	10	10	0	0
Duke, Ette	10	10	0	0
Danoau, Walter F.	10	10	0	0
Elliott, Cora Maud	10	10	0	0
Elliott, Wilbur	10	10	0	0
Edwards, Stephen R.	10	10	0	0
Elliott, Mabel Victoria	10	10	0	0
Eason, Margaret J.	10	7	0	0
Enaminger, Robert	10	10	0	0
Fairbairn, Georgina	10	10	0	0
Forgette, Harmudas	10	10	0	0
Forgette, Joseph	10	10	0	0
Fretz, Beatrice	10	10	0	0
Fenner, Catherine	10	10	0	0
Forgette, Marion	10	7	0	0
Flewing, Eleanor J.	10	10	0	0
Farnham, Luna	10	10	0	0
Frouch, Charles	10	10	0	0
Gilleland, Annie M.	10	10	0	0
Gardiner, Dalton M.	10	10	0	0
Gray, William	10	10	0	0
Gray, William F.	10	10	0	0
Grooms, Herbert M.	10	10	0	0
Gerow, Daniel	10	10	0	0
Glen, Albert E.	10	10	0	0
Goetz, Sarah	10	10	0	0
Goetz, Eva	10	10	0	0
Grooms, Harry E.	10	10	0	0
Gaiser, Mary Malinda	10	10	0	0
Goc e, Fidelia	10	10	0	0
Graham, Mary E.	10	10	0	0
Gillan, Walter	10	10	0	0
Green, Thomas	10	10	0	0
Gladiator, Isabelle	10	10	0	0
Gray, Violet	10	10	0	0
Gelsoan, Arthur	10	10	0	0

NAME OF PUPIL.	HEALTH.	CONDUCT.	APPLICATION.	IMPROVEMENT.
Howitt, Felicia	10	10	0	0
Holt, Gertrude M.	10	10	0	0
Hodgson, Clara Mabel	10	10	0	0
Hutchinson, Margaret	10	10	0	0
Hares, Emily L.	10	10	0	0
Henry, George	10	10	0	0
Hennault, Charles H.	10	10	0	0
Hackbusch, Ernest	10	10	0	0
Harris, Frank E.	10	10	0	0
Hartwick, Olive	10	10	0	0
Henderson, Annie M.	10	10	0	0
Hill, Florence	10	10	0	0
Head, Hartley J.	10	10	0	0
Hunter, Wilhemina	10	10	0	0
Hammill, Henrietta	10	10	0	0
Holton, Charles McK.	10	10	0	0
Hartwick, James H.	10	10	0	0
Hennault, Honore	10	10	0	0
Harper, William	10	10	0	0
Irvine, Eva G.	10	10	0	0
Jaffray, Arthur H.	10	10	0	0
Justus, Mary Ann	10	10	0	0
Justus, Ida May	10	10	0	0
James, Mary Theresa	10	10	0	0
Jones, Samuel	10	10	0	0
King, Robert M.	10	10	0	0
Keser, Alfred B.	10	7	0	0
King, Joseph	10	10	0	0
Kirk, John Albert	10	10	0	0
Kaufmann, Vesta M.	10	10	0	0
Kelly, James	10	10	0	0
Kirby, Emma E.	10	10	0	0
Leguille, Marie	10	10	0	0
Leguille, Gilbert	10	10	0	0
Lemadeleine, M. L. J.	10	10	0	0
Leigh, Martha	10	10	0	0
Luddy, David S.	7	10	0	0
Lightfoot, William	10	10	0	0
Leslie, Edward A.	10	10	0	0
Lett, Thomas B.H.	10	10	0	0
Lougheed, William J.S.	10	10	0	0
Lewis, Levi	10	10	0	0
Lyons, Isaiah	10	10	0	0
Labelle, Maxime	10	10	0	0
Lett, Wm. Putman	10	10	0	0
Lawson, Albert E.	10	10	0	0
Lett, Stephen	10	10	0	0
Lowen, George C.	10	10	0	0
Lawson, Frank Herbert	10	10	0	0
Little, Grace	10	10	0	0
Lobsinger, Jacobine	10	10	0	0
Lowry, Charles	10	10	0	0
Laporte, Leon	10	10	0	0
Larabie, Albert	7	10	0	0
Lantoll, Cleopha	10	10	0	0
Major, Edith Ella	10	10	0	0
Muckle, Grace	10	10	0	0
Muckle, Elizabeth	10	10	0	0
Munro, Jessie Maud	10	10	0	0
Munroc, George R.	10	10	0	0
Mitchell, Colin	10	10	0	0
Moore, William H.	10	10	0	0
Mapes, John Michael	10	10	0	0
Morton, Robert M.	10	10	0	0
Money, Ellen Loretta	10	10	0	0
Mason, Lucy Ermina	10	10	0	0
Myers, Mary G.	10	10	0	0
Moore, George H.	10	10	0	0
Voort, Rosa Ann	10	10	0	0
Murphy, Hortense	10	10	0	0
Miller, Annie	10	10	0	0
Moore, Walter B.	10	10	0	0
Miller, Jane	10	10	0	0
McBride, Annie Jane	10	10	0	0
McGregor, Flora	10	10	0	0
McDonald, Ronald J.	10	10	0	0
McDonald, Hugh A.	7	10	0	0
McGillivray, Angus A.	10	10	0	0
McBride, Hamilton	10	10	0	0
McKay, Mary Louisa	10	10	0	0
McKay, Thomas J.	10	10	0	0
McLellan, Norman	10	10	0	0
McMillan, Flora E.	10	10	0	0
McGregor, Maxwell	10	10	0	0
McCormick, Mary P.	10	10	0	0
McKenzie, Angus	10	10	0	0
McKenzie, Margaret	7	10	0	0
McCarthy, Eugene	10	10	0	0
McMaster, Robert	10	10	0	0
McKenzie, Herbert	10	10	0	0
Nahrgang, Allen	10	10	0	0
Nicholls, Bertha	10	10	0	0
Neenan, Michael	10	10	0	0
Noonan, Maggie	10	10	0	0
Orser, Orva E.	10	10	0	0
Orth, Elizabeth	10	10	0	0
Orr, James P.	10	10	0	0
O'Neil, Ignatius David	10	10	0	0
O'Connor, Mary B.	10	10	0	0
Perry, Algo Earl	10	10	0	0
Pierce, Cora May	10	10	0	0
Pepper, George	10	10	0	0
Pindor, Clarence	10	10	0	0
Pilling, Gertrude	10	10	0	0
Perry, Frederic R.	7	10	0	0
Pilon, Athanasius	10	10	0	0

NAME OF PUPIL.	HEALTH.	CONDUCT.	APPLICATION.	IMPROVEMENT.
Quick, Angus R.	10	10	0	0
Ross, James	10	10	0	0
Riviere, Donald James	5	10	0	0
Reborlie, William	10	10	0	0
Rooney, Francis Peter	10	10	0	0
Rutherford, Emma	10	7	0	0
Reid, Walter E.	10	10	0	0
Randall, Robert	13	10	0	0
Rutherford, Jessie M.	10	7	0	0
Ronald, Eleanor F.	10	7	0	0
Russell, Mary Bell	10	7	0	0
Rowe, George	10	10	0	0
Rowe, Ferdinand	10	10	0	0
Riel, Mary	10	10	0	0
Roth, Edwin	10	10	0	0
Smith, Maggie	10	10	0	0
Schwartz, Cath	10	10	0	0
Scott, Elizabeth	10	10	0	0
Swayze, Ethel	10	10	0	0
Skellings, Ellen	10	10	0	0
Smith, Louise	10	10	0	0
Sies, Albert	10	10	0	0
Sager, Mabel Maud	10	10	0	0
Sager, Phoebe Ann	10	10	0	0
Sager, Matilda B.	10	10	0	0
Sager, Hattie	10	10	0	0
Shilton, John T.	10	10	0	0
Scott, Henry Percival	10	10	0	0
Shannon, Ann Helena	10	10	0	0
Scrimshaw, James S.	10	10	0	0
Scott, Evan R.	10	10	0	0
Smith, John	10	10	0	0
Sedore, Alley	10	10	0	0
Sedore, Fred	10	10	0	0
Simuck, Lloyd Leeland	10	10	0	0
Showers, Annie	10	10	0	0
Showers, Christina	10	10	0	0
Showers, Mary	10	10	0	0
Showers, Cathrine	10	10	0	0
St. Pierre, Georgina	10	10	0	0
Simpson, Alexander	10	10	0	0
Thompson, Mabel W.	10	10	0	0
Todd, Richard S.	10	10	0	0
Thompson, Ethel M.	10	10	0	0
Tracey, John M.	10	10	0	0
Thompson, Beatrice A.	10	10	0	0
Thomas, Maud	7	10	0	0
Terrell, Frederick	10	10	0	0
Vance, James Henry	10	10	0	0
Veitch, Margaret S.	10	10	0	0
Veitch, James	10	10	0	0
Woods, Alberta May	10	10	0	0
Warwick, Emily F. M.	10	10	0	0
Wilson, Elizabeth	10	10	0	0
Wallace, George R.	10	10	0	0
Watt, William R.	10	10	0	0
Wood, Nelson	10	10	0	0
Wilson, Murville P.	10	10	0	0
Watson, Mary L.	10	10	0	0
West, Francis A.	10	10	0	0
Wylie, Edith A.	10	7	0	0
Warner, Henry A.	10	10	0	0
Wickett, George W.	10	10	0	0
Waters, Marcell A.	10	10	0	0
Woodley, Elizabeth	10	10	0	0
Watts, David Henry	10	10	0	0
Webb, Rowy Ann	10	10	0	0
Young, Sarah Ann	10	10	0	0
Young, George S.	10	10	0	0
Young, Roseta	10	10	0	0
Zimmerman, John C.	10	10	0	0

"Keep a Stiff Upper Lip"

There has something gone wrong.
My brave boy, it appears,
For I see your proud struggle
To keep back the tears
That's right. When you cannot
Give trouble the slip,
Then bear it, still keeping
"A stiff upper lip"

HAMILTON HINTS.

From our own Correspondent

Mr. Charles Mortimer was in Toronto attending the industrial exhibition. The hot weather is now past and there is a large attendance at the Bible school. Mr. Hedley Grant's sister, Mrs. Grant, paid a long visit to her many relatives in Montreal this summer and has returned home again. Mr. Hedley Grant is glad to see her again.

Some nudes called to see Miss Watson, Matron of the D. & D. Institute. She found her always out, but hope to see her next summer.

The nudes had a good picnic on the beach, on August 24th, and had a large number of visitors from all parts of the country.

Mr. John Nicklin, a deaf mute carriage maker of Aberfoyle, was in the city lately. He was an old pupil of the Hamilton school. He attended the Bible class.

Mr. John Flynn, of Toronto, paid a flying visit to this city and around the country for two weeks, and also attended the picnic. He reported that he had a splendid time here.

During the early part of the summer a few of the nudes here went camping at Burlington beach, and had a splendid time fishing, boating and bathing.

Miss Sarah Foulds was surprised to see her brother, who rode on the wheel from Brantford. She was glad to see him.

Messrs Henry Gottlieb, Joshua Levy and Robert McPherson, of Brantford, came to see the procession on Labor day. They had an enjoyable time.

Mr. Syrian Pettit comes to the Bible class every Sunday by the electric railway. He is going to have some of his mute friends come to his place visiting, and he hopes to have the pleasure of seeing them return home heavily laden with fruits.

During the summer Mr. J. R. Byrne went to Ottawa on a visit, and while there held some gospel meetings. He enjoyed his trip there and says it is hard to find a more beautiful place than the fair city of Ottawa. He was the guest of Mr. Alfred Gray, of Metcalfe.

Mr. Emil Gottlieb has removed from Milton to Hamilton with his family and is working in the Gow & Wilson shoe factory. He also does repairing in the evening at his home. He is the only married deaf mute in this city. Miss Sarah Foulds had a prolonged visit with Mr. and Mrs. Emil

Ontario Deaf-Mute Association.

Table with columns for OFFICERS and INSTITUTION ATHLETIC ASSOCIATION. Lists names and locations like Montreal, Toronto, Belleville.

HOME NEWS

Dalton Gardner brought his bicycle to school with him, and he and his young friends have pleasant times riding it around.

We had a thrashing machine here the other day not to thrash the boys, they don't need it, but to shell out our season's crop of oats.

On Wednesday afternoon Rev. Mr. Baker, of Bridge St. Methodist Church, held an interesting service with the Methodist pupils.

Mr. Downie has lately been busy fraying and fitting up the slates for use in the new class-room.

There are now 273 pupils in this Institution. The last two to arrive were Emily Kirby, who has been here for a year or two.

Wednesday, 2nd inst., was the girls' monthly shopping day, school closed at 2 p. m. and they marched to the city in charge of the teachers.

Miss Maggi, Phillimore's friends and school-mates here were all very sorry to hear of the death of her mother a few days ago.

Our printing office commenced business with a very small staff of "comps." Some of the best pupils of last term did not return to school again.

Cleophas Lantell, another belated over age pupil arrived last week. He appears a clever lad and if he had come earlier he would probably have risen by rapid promotion from class to class.

The Napawee Foot-ball club think that an apology is due them for our statement that they were Queen's College men on the team that played against us two weeks ago.

The trees in the vicinity of the buildings on the boys' side have been growing rapidly of late years and it has been found necessary to thin them out by cutting down several.

We have missed the pleasant and obliging Miss Metcalf from the Superintendent's office for the past ten days. Illness compelled her to lay aside her duties for the time.

ever, gave it a different name. During Miss Metcalf's absence, Miss A. Mathison filled the duties of the office, while Miss Hutchinson took charge of Miss James' class of little ones.

PERSONALITIES.

Mrs. Jas. McClelland, of Ottawa, is visiting her parents, and brother and sister at Duart, Ont.

Mr. Marcus went up to Port Hope on Monday afternoon, 14th inst., to attend the funeral of his friend, Mr. S. W. Paterson.

Mr. Gilbert Parker, the talented Canadian author, made a brief call at the Institution while in Belleville recently. He had intended spending a day or two here but was suddenly and unexpectedly called out of the city.

Mr. Cunningham went to Deseronto on the 5th inst. His son-in-law, Mr. Borden, had met with an accident in Rathbun's mill, a cedar log fell on his leg, making a clean breakage.

Superintendent Mathison spent a few days last week in Toronto and London. At the latter place he attended the sessions of the High Court I. O. F.

Mr. Cummings, of Berlin, a friend and neighbour of Dalton Gardner, was in the city on a recent Saturday afternoon. Dalton met him and spent the afternoon with him.

Mr. Charles Perogoy, a deaf-mute who lives in Baltimore, has invented a bicycle which he claims can attain a speed of sixty miles an hour on level ground.

It is always a pleasure to hear of the success of any of the former pupils of the Institution, and many of them are succeeding admirably. The latest word comes from Thomas Hazelton, of Delta, who is doing well in the boot and shoe business.

The poorest people in the world are those who do not know how to work, and the world is full of such young men and women - with plenty more coming on. Too many at this day are taught to despise labor, and the ruling desire is to get through the world easily.

A farmer sent to an orphan asylum for a boy that was smart, active, brave, tractable, prompt, industrious, clean, pious, intelligent, good-looking, reserved, and modest. The superintendent wrote back that, unfortunately, they had only human boys in that institution.

What is an All-Around Girl? Her Important Place.

(Nath. Baynor in Brantford Expositor.)

Frequently there comes to us from some disheartened girl the regret that she is only an ordinary individual, that who longs to be an important person, but knows she never will be one.

But it was about the ambitious girl we intended to say a word. We all know that the girl who is liked the best is one who can turn her hand to anything that comes her way, and do it without making a fuss about it.

When help is scarce in the kitchen this girl of mine is quite capable of giving valuable assistance there. She can prepare an excellent dinner from the soup or fish right on through the courses.

Her accomplishments do not end here, for she is an authority on outdoor sports, knows all the ins and outs of baseball, can "serve" and "return" scientifically in a game of tennis.

Yet if you asked this young girl what was her particular talent she would tell you with a merry laugh that she hadn't any, that she was only an everyday girl.

Those "all-round" girls remind one of the English violets that grow so weakly down among the grass and leaves. Walking through a beautiful garden of flowers one might very easily pass by without seeing them.

Tulips, that rear their gay heads so proudly, the peonies that flaunt their brilliant blossoms and spread out their broad branches, are all needed to make our garden complete.

The strong-minded, clever woman is needed, there is plenty of work for her to do, and there always will be, but without the bright, cheery "all-round" girl to take up the dropped stitches in the weaving of life's web, the world would be a dreary place.

"There is a nice thing about having two babies in the house," said Sleepy-head. "What is that?" "They each cry so loud you can't hear the other."

THE CANADIAN MUTE

FRIDAY, OCTOBER 16, 1896.

Great works are for great souls. High thoughts are for those whose minds can soar. Sweet music for the ears that catch the notes from Heaven's bright shore.

The New Pupils.

The following remarks clipped from an old exchange, will apply exactly to our new pupils, so we insert it for the benefit of their parents: "The new pupils, the new recruits who have entered this term, have fallen well into their places now. All those tears of home sickness that were plentiful enough at the opening of the new session have been dried.

The sawing and splitting of kindling wood for the furnace and kitchen fire occupied the boys one or two afternoons last week. It was a little gentle exercise for them as the steam saw did the cutting. There was a little side show in connection which greatly amused the pupils.

The picture gallery which includes the portraits of the entire staff of the Ontario School for the Deaf, presented in the June 1st issue of THE CANADIAN MUTE, was appreciated here. It was like a visit in reality from our friends, and a pleasant visit it was; without an exception every one appears in his or her most engaging manner.

"As It Is in Heaven."

Once a mighty potentate
Placed above his palace gate,
Golden letters, bright and clear,
None shall pass or enter here
Who do not kindly read hath wrought,
Or some pauper's blessing caught
Warriors fierce with blood-stained pride,
Read its words and turn aside,
Princes, rich in power and gold,
Felt its message clear and cold
All turned back and none returned
Till its permit they had earned
Soon in all that roomy land,
Blessings rose on every hand,
Great men made their kindness sure,
Rich men helped the sick and poor
Words and works in sweet consent,
Clothed the land in glad content
Men who came and turned away
Learned what good in kindness lay,
Hard hearts cursed its terms and went,
Finding in its work content,
Thus ere many years and days,
All the land was filled with praise.
Then each heart and grateful tongue,
With the monarch's praises rung,
Thankful thoughts and thankful prayer,
Paid their tribute to his care,
Anchored in each subject's soul,
Each a part and all a whole.
Rich in years but poor in pride,
There at last the monarch died
While the pearly portals flew,
That his soul might enter through,
While upon its arches wrought,
Gleamed the same familiar thought.
So when each his race had run,
Came his people one by one,
Greeting with a welcome smile,
Its familiar word and style;
Thus the king upon his throne,
Gave heaven's passport to his own.
Bill upon the heavenly dome,
Greeting each who journey home,
While angels anthem ring,
Gleams the message of the king
-Kilgar Jones

"We all feel Polite."

Once upon a time a certain mother
noticed a remarkable change in the
deportment of her six-year old son, says
The Educational News, who, from a
rough, noisy, discourteous boy, became
transformed into one of the gentlest,
most courteous and considerate little
fellows in the world. The child was
attending the kindergarten, and the
mother naturally inferred that to his
teacher was due the change she was
glad to notice in him.
"Miss Smith teaches you to be
polite?" she remarked, making what
was really an assertion in an interroga-
tive tone. "No; she never teaches us
one bit about it," was the instant and
most emphatic reply.
The mother was puzzled, for she was
at a loss to account in any other way for
so radical a change. A second and third
attempt to discover the cause of this
condition was attended with a similar
result,—energetic denial upon the part
of the child of any instruction in the
matter of courtesy.
"Well, then, if Miss Smith doesn't say
anything, what does she do?" she asked
at length, quite desperate in her desire
for light upon the matter.
"she doesn't do anything. She just
walks around, and we feel polite. We
feel just as polite as—as everything!"
and the inquiring mother was fully sat-
isfied.

A Cause of Injury to the Ears.

We want to impress upon parents the
necessity of using caution in cleaning
the ears of children. Wax, with which
nature has furnished the auditory canal,
is usually awabbed out weekly, if not
often, with a twistedup corner of a
towel or handkerchief, or a wash rag
soaked with water or soap, and even
a pin or hairpin is sometimes called into
requisition. By these means the wax
is pushed in and rammed down, layer
after layer. At each washing a layer of
this scales is added, until a hard com-
pact mass is formed, which may cause
deafness, headache, or in some cases a
distressing cough. Children naturally
rebel at this treatment, and interference
with their ears is a constant cause of
war in the nursery. With but few ex-
ceptions, imbedded wax is found only in
the ears of those who vigorously use
water, soap or wet cloths to cleanse their
ears from what they call dirt, and what
we must recognize as absolutely essential
to a perfect hearing and a healthy
condition of the ear. It is never
necessary to put water into nor cleanse
the internal ear in any way. When
cleansing is needed, wipe out the ex-
ternal ear with a dry, soft cloth, or
damp towel.—Household News.

If any man seeks for greatness, let him
forget greatness and ask for truth, and he
will find both.—H. Mann.

The Deaf In Song and Story

It is only within the last two cen-
turies," says "I. V. J." "that books have
been written concerning the deaf, or
stories told making them the central
figure." And first we have Sir Walter
Scott's "Peveril of the Peak" in which
the blind figure of Fenella, a deaf mute,
tantalizes and bewitches us. In one of
Wilkie Collins' minor novels—the hero-
ine, "Madonna Mary," is a deaf mute.
Charles Dickens, in his short story, "Dr.
Marigold," has a pretty picture of two
deaf mutes. In "A Silent Partner,"
Mrs. Elizabeth Stuart Phelps incident-
ally, but with little insight, describes a
deaf girl.
"Charlotte Elizabeth" (Mrs. Tomna,)
an American deaf authoress of some re-
pute, wrote a story called "Little Jack,
the Dumb Boy." It is the story of a
little deaf mute she took in to educate,
and to make "copy" out of.
The famous Russian novelist, Tour-
gueneff in his story called "Mumu,"
gives a very moving picture of an un-
educated deaf-mute.
In "A New England Nun," by Miss
Wilkins, there is a sketch of a forsaken
deaf child adopted by a woman almost
too poor to keep herself.
Many writers, including Charles
Dickens, have written about Laura
Bridgeman. Her teacher published a
"Life" of her.
Helen Keller was immortalized by
Oliver Wendell Holmes in "Over the
Tea-cups," and by Edmund Clarence
Stedman in a noble poem beginning:
"Deaf, sightless, voiceless!"
George MacDonald's hero, "Sir Gib-
bie," is dumb, but not deaf. The story
is most graceful and pathetic, one full of
kindly humour and instinct with poetic
imagination. The heroine of Hall Caine's
dramatic and beautiful novel "The
Scape-goat," is deaf, dumb, and blind,
but her sleeping senses are wonderfully
awakened.

Turning to the poets, Mrs. Lydia H.
Sigourney was one of the earliest to sing
of the deaf. As Lydia Huntley, she was
one of their first teachers in Hartford.
Fitz-Hugh Ludlow wrote a sentimental
poem on his visit to the New York
Institution for the Deaf and Dumb. His
idea is that deafness is hardly an evil, as
it hints out so much that is bad.—Sel.

How to Cut Glass with Scissors.

All boys, and girls, too, for that
matter, should learn to use hands and
eyes as well as brain. A man without
manual skill is, in a sense, as much a
cripple as if he had lost his hands; one
who has developed his body at the ex-
pense of his mind is to that extent an
idiot. Nothing is more beautiful than
to see the mind active and directing
hands, feet, and eyes that use has made
skillful. For boys who make aquaria or
girls who contrive the beautiful glass
handkerchief boxes which their brothers
love to receive on birthdays, it will be
useful to know that it is not necessary
to have an expensive diamond, or run to
the glazier's every day your glass needs
to be trimmed. A sheet of glass—a
window pane, for example—can be cut
as easily as a sheet of cardboard. The
secret consists in keeping the glass, the
shears and the hands under water
during the operation. The glass can be
cut in straight or curved lines without a
break or a crack. This is because the
water deadens the vibration of the
shears and the glass. If the least part
of the shears comes out of the water the
vibration will be sufficient to mar the
success of the experiment.—Interior.

Hearing with the Fingers.

There is said to be in Indiana a boy
who hears with his fingers. When he
was nine years old, he had a very serious
illness, which left him practically deaf.
For a long time the poor fellow had a
most unhappy life because he could not
hear what was said by others; but one
day, several months ago, while his
mother was conversing with a visitor, he
happened to place his hand on her throat,
and observed that, while his hand rested
there, he could hear perfectly. Later
on he tried the experiment with others,
and discovered that by making use of the
sense of touch in the balls of his fingers,
he could hear up for all that he had lost
by the trouble which had befallen his
ears. The result is that he is a much
happier lad than he ever expected to be
again, although he finds it awkward in
some cases to have to put his fingers on
the throat of his friends who happen to
be talking with him.—Exchange.

She frequently asked after the welfare
of her old school companions, and on
being told that one was not at all well,
said "I pray Jesus make her better."
Her last night on earth was one of
great restlessness and suffering, and it
was felt that her end was near.
Shortly before her death she thanked
the writer for the interest taken in her,
and said, "I am going to heaven to be
with Jesus."
Just as the grey dawn of the morning
was lighting up the sky, and thousands
of happy healthy girls were waking up
to enjoy the new born day, dear Annie
passed peacefully away to the better
land, where deafness and dumbness are
unknown and where all is peace and joy.
Dear reader, if such a poor deserted
child can leave such a testimony behind
her, what should ours be, who have so
many privileges to enjoy? She, though
deaf, yet speaketh in these joyful words,
"I am going to Heaven to be with
Jesus."
Let us follow our deaf and dumb
sister in her strivings after holiness and
peace, and when we are tempted to
murmur or complain, let us think of
the patient, persevering, and loving
spirit of Annie Stow.

REMEMBER.
The Old Folks at Home
READ
THE BRITISH DEAF-MUTE
And they are anxious that their
CANADIAN COUSINS
should read it also.

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independent monthly magazine acknowledged to
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HAMILTON DEAF-MUTE ASSOCIATION
MEMBER GRANT AND BUFF conduct re-
citations every Sunday at 4 p.m. in
Fitchie Hall, John St. north near King.
The Literary and Debating Society meets every
Friday evening at 7.30 in the Y. M. C. A. Building,
corner Jackson and James Sts. President J. R.
Horne, Vice-President Chas. Thompson, Secy.
Treasurer, Wm. Bryce, Secretary-at-large, J. H.
Misher.
Meetings are open to all mutes and friends
interested.

TORONTO DEAF-MUTE ASSOCIATION.
DELICIOUS SERVICES are held as follow:
Y. M. C. A. Building, morning at 11 a.m. in the
and Devoncourt Road. Leaders: Messrs. Fraser
Boughton and Slater. In the afternoon at 3 p.m.
in the Y. M. C. A. Building at corner of Spadina
Avenue and College Street. Leaders: Messrs.
Nasmith and Harkin.
The Literary Society meets on the first and
fourth Wednesday evenings of each month, after
noon at Y. M. C. A. Building, corner of Queen St.
West, Devoncourt Road and Spadina Ave. at 7.30.
President, J. W. Houghton. Treas., H. Moore.
All resident and visiting deaf mutes are cordially
invited to attend the meetings. The Secretary's
address is 15 Sully Street.

Grand Trunk Railway.
TRAINS LEAVE BELLEVILLE STATION.
WEST 11.50 a.m., 4.45 p.m., 11.50 a.m., 5.15 p.m.,
EAST 10.45 a.m., 6.30 a.m., 11.50 a.m., 12.25 p.m.,
MADON AND PATERBORO BRANCH 8.45 a.m., 12.45 a.m., 5.10 p.m., 5.45 p.m.

GENERAL INFORMATION

School Hours: From 9 a.m. to 12 noon,
from 1.30 to 5 p.m.
DRAWING CLASSES from 2.30 to 5 p.m. on
Wednesdays and Thursdays afternoons of each
week from 3.10 to 4.
GIRLS' PIANO WORK CLASSES on Monday
Wednesday afternoons of each week
from 3.10 to 4.
MUSIC CLASSES for Junior Teachers on the
Mondays of Monday and Wednesday of
each week from 3.10 to 4.
EVENING REVISION from 7 to 8.30 p.m. for
pupils and from 7 to 8 for junior pupils.

Articulation Classes:

From 9 a.m. to 12 noon, and from 1.30 to 4 p.m.

Religious Exercises:

EVERY SUNDAY Primary pupils at 10 a.m.
senior pupils at 11 a.m. General Lecture
at 12 p.m. Immediately after which the
Class will assemble.
LUNCH SCHOOL DAY the pupils are to assemble
in the Chapel at 12.45 a.m., and the Teacher
in-charge for the week, will open by prayer
and afterwards discuss them so that they
may reach their respective school rooms
later than 9 o'clock. In the afternoon
to clock the pupils will again assemble
after prayer will be dismissed in a quiet and
orderly manner.
RELIGIOUS VISITING CLERGYMEN: Rev. Canon
Burke, Right Rev. Monsignor Farrell,
V. G. Rev. (Presbyterian),
Rev. J. S. Baker, (Methodist), Rev. A.
Conwell, (Baptist), Rev. M. W. Maclean, (Ev-
angelical), Rev. Father O'Brien.
BIBLE CLASSES, Sunday afternoon at 3.15. In-
ternational Series of Sunday School Law.
Miss ANNIE MATHISON, Teacher.

Clergymen of all Denominations are
cordially invited to visit us at any time.

Industrial Departments:

PRINTING OFFICE, SHOPS AND CARPENTERS
SHOPS from 7.30 to 8.30 a.m., and from 1.30
to 5.30 p.m. for pupils who attend school, and
those who do not from 7.30 a.m. to 12 noon,
and from 1.30 to 5.30 p.m. on each working
day, except Saturday, when the office and shops
will be closed at noon.
THE SEWING CLASS HOURS are from 9 a.m. to
12 o'clock, noon, and from 1.30 to 5 p.m. for
those who do not attend school, and from
1.30 to 5 p.m. for those who do. No sewing
on Saturday afternoons.
1. The Printing Office, Shops and Sewing
Rooms to be left each day when work ceases
in a clean and tidy condition.
2. Pupils are not to be excused from
various classes or Industrial Departments
except on account of sickness, without per-
mission of the Superintendent.
3. Teachers, Officers and others are not
to allow matters foreign to the work in hand to
interfere with the performance of their
several duties.

Visitors:

Persons who are interested, desirous of visit-
ing the Institution, will be made welcome on
any school day. No visitors are allowed on
Saturdays, Sundays or Holidays except to
attend the regular chapel exercises at 2.30 on
Saturday afternoons. The best time for visit-
ing on ordinary school days is as soon after 10
a.m. in the afternoon as possible, as the classes
are dismissed at 3.00 o'clock.

Admission of Children:

When pupils are admitted and parents come
with them to the Institution, they are kindly
advised not to linger and prolong their
staying with their children. It only causes
inconvenience for all concerned, particularly for
the parent. The child will be tenderly cared
for, and if left in our charge without delay
will be quite happy with the others in a few
days. In some cases in a few hours.

Visitation:

It is not beneficial to the pupils for friends to
visit them frequently. If parents must
come, however, they will be made welcome
to the class-rooms and allowed every oppor-
tunity of seeing the general work of the
school. We cannot furnish lodging or meals
or entertain guests at the Institution. Good
accommodation may be had in the city at
the Hoffman House, Queen's, Anglo-American
and Dominion Hotels at moderate rates.

Clothing and Management:

Parents will be good enough to give all direc-
tions concerning clothing and management
of their children to the Superintendent. No
correspondence will be allowed between
parents and employees under any circum-
stances without special permission upon
each occasion.

Sickness and Correspondence:

In case of the serious illness of pupils letters
or telegrams will be sent daily to parent or
guardians. IN THE ABSENCE OF LETTERS
FRIENDS OF PUPILS MAY BE QUITE SURE THEY
ARE WELL.
All pupils who are capable of doing so, will
be required to write home every three weeks.
Letters will be written by the teachers for the
little ones who cannot write, stating, as nearly
as possible, their wishes.
No medical preparations that have been
used at home or prescribed by family phy-
sicians will be allowed to be taken by pupils
except with the consent and direction of the
Physician of the Institution.

Parents and friends of deaf children are warned
against Quack Doctors who advertise medi-
cines and appliances for the cure of deaf-
ness. In 999 cases out of 1000 they are frauds
and only want money for which they give
no return. Consult well known medical
practitioners in case of adventurous deaf-
ness and be guided by their counsel and
advice.
R. MATHISON,
Superintendent.